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# South Dakota Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities

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## Social Studies Introduction



Board Approved  
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## Special Education Programs Mission Statement

Special Education Programs located in the South Dakota Department of Education advocates for the availability of the full range of personnel, programming, and placement options, including early intervention and transition services, required to assure that all individuals with disabilities are able to achieve maximum independence upon exiting from school.

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## **Acknowledgements**

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### **South Dakota Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities Committee for Social Studies**

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To download the Extended Content, visit the SD Department of Education website at <http://doe.sd.gov/contentstandards/>  
For further information or questions concerning the Extended Content, contact the Special Education Programs at 605-773-3678.

## Overview of South Dakota Academic Standards

The South Dakota academic content standards provide a listing of essential core content to be taught and learned. The content and achievement standards are designed to guide the planning of instruction and to anchor the assessment of learning from kindergarten through twelfth grade. Performance descriptors bridge the content standards to assessments of the standards, provide information to teachers and students regarding student progress toward mastery of the standards, and give them specific targets for instruction and learning. The academic standards document presents a starting point for informed dialogue among those dedicated and committed to quality education in South Dakota. By providing a common set of goals and expectations for all students in all schools, this dialogue will be strengthened and enhanced.

All South Dakotans are eager to ensure that graduates of South Dakota's public schools have the knowledge, skills, and competencies essential to leading productive, fulfilling, and successful lives as they continue their education, enter the workforce, and assume their civic responsibilities.

The Standards Committee developed the current South Dakota Content Standards and Performance Descriptors utilizing input from students, parents, teachers, and South Dakota communities. Final documents evolved from: recent research in best practices, **No Child Left Behind** legislation, and classroom experience with existing South Dakota Content Standards, evolution of published standards from other states, numerous professional publications, and lengthy discussions by experienced K-16 South Dakota teachers.

### OVERVIEW EXTENDED CONTENT

South Dakota first established content standards for students with disabilities in 2000, meeting the requirements of IDEA. These Functional Standards were implemented during the 2000-01 school year and assessed using the state's alternate assessment. The Functional Standards were revised in the spring of 2004 to meet NCLB requirements and were renamed as Extended Standards. The South Dakota Board of Education (SDBOE) approved the Extended Standards for Reading and Mathematics in September 2004 and districts implemented them immediately during the 2004-05 school year. These standards were written broadly to encompass grades K-12 for both reading and math content standards.

As guidance and regulations became available concerning alternate academic achievement standards, SD DOE realized the need to establish the Reading and Mathematics Extended Content by grade level, linking them to grade-level content. The Extended Standards were revised during the winter of 2005 to establish Extended Content for each grade K through 12 for reading and for math at grades K-8 and at grade spans for grades 9-12. These standards were presented to the SDBOE for the first hearing in March 2005 as South Dakota Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities and were posted on the state's website and disseminated for public comment prior to

the Board meeting in May. Revisions were made to the draft document based upon recommendations from stake holders and the final version of the Reading and Mathematics Extended Content was presented to the SDBOE on May 17, 2005 and approved. Districts will implement the revised Extended Content during the 2005-2006 school year.

In July of 2005, another workgroup was established to write Extended Content for Science. Science Extended Content are required to meet NCLB requirements to have an assessment system in place for Science by the school year 2007-2008. The initial draft of the Science Extended Content and Alternate Academic Achievement Descriptors were presented to the SDBOE for the first hearing in November of 2005 and were posted on the state's website for public comment prior to the Public Hearing to the Board in January 2006.

Continuing the development of Extended Content to give students with the most significant disabilities access to the general education content, a workgroup was established to write the Extended Content for Social Studies in July/August 2006. The initial draft of the Social Studies Extended Content and Alternate Academic Achievement Descriptors were presented to the SDBOE for the first hearing in November of 2006 and were posted on the state's website for public comment prior to the Public Hearing to the Board in March 2007.

The Department of Education selected a diverse group of educators to develop alternate standards and achievement (performance) descriptors for application to the education of students with significant cognitive disabilities. The workgroup, charged with the task of developing the Extended Content and Alternate Academic Achievement Descriptors, used the South Dakota academic content standards as a reference document when developing the Extended Content. The goals and indicators come directly from the South Dakota content standards. The Extended Content and Alternate Academic Achievement Descriptors are written for each grade ranging from Kindergarten to Grade 12 for reading and at grades K-8 and at grade spans for grades 9-12 in math, science, and social studies.

When developing the Extended Content, the workgroup carefully divided the skills into four levels of complexity: advancing, applying, developing, and introducing. Each level of complexity was used as a guide and the student's age appropriate environment was considered. The categories range on a scale of more complex to less complex skills. Alternate Academic Achievement Descriptors are organized into performance levels. These levels describe how a student at that level would be expected to perform on the Extended Content.

Alternate Academic Achievement Descriptors and target skills were developed for each performance level and for each grade. Target skills developed in the context of grade level curriculum and serve as entry points to the Extended Content. These skills were developed to provide a tool for students to work towards the Extended Content and examples represent some possible activities or skills instructors could use in teaching the Extended Content. **Target skills and examples are not provided when the meaning of the Extended Content should be evident to the reader.** These entry points provide a range of options at which a student with a disability can access the learning standards. The skills found in the Extended Content and Alternate Academic Achievement Descriptors introduce students to challenging new ideas and content, promoting movement to grade level standards.

Training for educators will assure all children have access to the South Dakota content standards through the Extended Content and Alternate Academic Achievement Descriptors. Educators will be trained in the correct use of target academic skills with emphasis on how the skills should be taught in the context of grade level curriculum. Educators will be trained to align South Dakota curriculum with the Extended Content and Alternate Academic Achievement Descriptors and to incorporate them when developing Individual Education Plans (IEPs). Upon completion of training, participants will be able to describe the components of South Dakota's Extended Content and Alternate Academic Achievement Descriptors and their relationship to the South Dakota content standards, incorporate the Extended Content into the IEP process, implement the Extended Content through instruction, and understand the implementation requirements of the alternate assessment.

### ***What is Extended Content?***

Many students with disabilities are able to work toward the content standard goals. However, the standards, as developed, do not appropriately address the educational needs of all students. Therefore, Extended Content has been developed to meet individual student needs.

The Extended Content expands the developmental spectrum of the South Dakota content standards. This allows all students the opportunity to access the general education curriculum.

The Extended Content is:

- ❖ a user-friendly guide in assisting with IEP development
- ❖ a progression of skills necessary for independent functioning (birth through age 21)
- ❖ academically based (presently in reading and mathematics)
- ❖ based on (parallel) the state academic content standards

The South Dakota Academic Content Standards together with the Extended Content and Alternate Academic Achievement Descriptors create a statewide system designed to support students, parents, teachers, and schools to uniformly promote high academic standards for all students in South Dakota.

### ***Who will use Extended Content?***

The following are guidelines to assist the IEP team in determining which students will be instructed and assessed using the Extended Content and Alternate Academic Achievement Descriptors.

- ❖ Even with modifications and accommodations, the general education standards are deemed inappropriate for the student's cognitive ability and adaptive skill levels.
- ❖ The student requires extensive direct instruction in multiple settings to apply and transfer skills.

- ❖ The student requires substantial adjustment to grade level content standards.
- ❖ A student is not eligible to use Extended Content if the primary reason for consideration is the result of extended absences, visual, auditory or physical disabilities, social, cultural or economic differences.

Students with disabilities must participate in the statewide assessment in order to measure their performance of content found in the State's Content Standards/Extended Content. This means students with disabilities that are working in the general academic content standards will take the **Dakota STEP** with or without accommodations. Students working in the Extended Content will take the alternate assessment, **Dakota STEP – A**.

### *How does the IEP team use Extended Content?*

Once the IEP team determines what Extended Content is appropriate for a student, the team discusses the relationship of grade level standards to the Extended Content appropriate for the student:

- ❖ to determine the impact on curriculum and instruction
- ❖ to use Extended Content as a basis for the development of the individualized education plan

Educators will use the Extended Content document to align and develop instruction for students who will participate in the alternate assessment aligned to Extended Content, as determined by the IEP team. This document's Extended Content and target skills identify how and at what level of complexity students will address and attain learning standards. Educators can set realistic and challenging academic goals for individual students aligned with the general content standards. The Extended Content encourages teachers to reach for higher levels of achievement for their students.

As a reader becomes familiar with this document, they will discover the goal statements and indicators are retained from the South Dakota academic content standards. Extended Content are referenced by grade levels **for Kindergarten through Grade 12 for reading and for grades K-8 and High School Core in math, science, and social studies, mirroring the design of the academic content standards**. Extended Content is intended to capture the "essence" of the South Dakota general education content standards. Target skills under Extended Content provide "entry points" towards attaining the Extended Content.

### *"Entry Points" to the Extended Content*

Target skills can be viewed as entry points of student performance related to the Extended Content. These "entry points" provide a range of options at which a student with a disability can access the learning standard at a challenging level. These "entry points" are a tool to be used by educators and parents to identify instructional goals and objectives for the student. Target skills are listed under Extended Content and represent what a student might do at that particular grade level.

**Target skills** are defined as higher level skills that enable students with disabilities to individually utilize Extended Content in order to demonstrate a link to the South Dakota Content Standards.

- Using target skills in the context of academic instruction benefits students in the following ways:
- Allows students access to the general education standard
- Introduces students to challenging new ideas and content
- Provides new opportunities to practice skills in a variety of settings using a range of instructional approaches
- Achieves outcomes that exceed expectations

Target skills are aligned to the Extended Content. Extended Content is aligned to the general education goals/strands and indicators. Target skills allow the student with a severe disability to gain access to the general curriculum.

An IEP team can use the target skills as examples when determining the skill a student needs to work on to progress towards the Extended Content. The target skill allows the student to work toward Extended Content that is the basis for the assessment of the student with a severe disability. This allows the student to gain access to the general curriculum.

*In other words, the IEP team can use the Extended Content and the target skills, under each indicator to determine **where the student is** at the beginning of the school term, **where the student may reasonably be taken through instruction** during the school term, and thus **determines the assessment item for progress reporting and assessment reporting.***



## Alternate Academic Achievement Descriptors

Extended Content and Alternate Academic Achievement Descriptors have been established for reading and math. The Department of Education received approval by the State Board of Education in May 2005. Academic achievement standards consist of three components: achievement levels, achievement descriptors, and cut scores. Definitions of alternate achievement levels are expressed through the Alternate Academic Achievement Descriptors. Cut scores for performance levels were established in the summer of 2005. Harcourt Educational Measurement guided a standards setting process with the Department of Education in establishing alternate achievement levels for reading and math. South Dakota teachers participated in the standards setting procedure to provide teacher judgment.

### Achievement Levels

The State of South Dakota has defined four levels of student achievement for the Alternate Academic Achievement Descriptors: These levels are listed beside their corresponding performance level for grade level expectations.

**Advancing = Advanced**

**Applying = Proficient**

**Developing = Basic**

**Introducing = Below Basic**

### Alternate Academic Achievement Descriptors (Performance Descriptors)

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level. **For the purpose of this document, support is defined as providing directed help or assistance through such means as encouragement, prompting, or by personally aiding the student to accomplish a task.**

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

# South Dakota Science Standards K-12

## *KEY CONSIDERATIONS FOR SOCIAL STUDIES STANDARDS DEVELOPMENT*

Perhaps more than any other discipline, the social studies can and should provide students an opportunity to grow as independent decision-makers. This burden informs pedagogy and strategy for instruction. The standards in this document must be considered a vehicle to greater educational goals. The standards are developmentally appropriate and logically sequenced for use as a framework to assist student growth in the following skills:

1. Responsible citizenship found in the Civics (Government) standards.
2. Spatial awareness found in the Geography standards.
3. Economic literacy found in the Economics standards.
4. Historical analysis found in the World and U.S. History standards.

Geography is studied through the framework of the five themes: Location, Place, Human-Environment Interaction, Movement, and Regions

In classrooms, teachers can use the above skills to evaluate instruction. In districts, curricular construction should make use of the above skills to color curricular decisions. And most significantly, statewide assessments shall focus on the measurement of the standards, using content as a tool to evaluate student growth in the above skills. The standards in this document provide a roadmap to avoid redundancy except when necessary and to supply consistency across the state. However, teachers are not restricted to only the content represented. The depth and breadth of the social studies should provide teachers endless possibilities to create enlivened lessons that foster student advancement in social studies skills. Teachers shall measure instructional success by student advancement and not the amount of material covered or the quantity memorized. The following standards can guide the content selection to promote student achievement but are not intended to limit instructional innovation. The social studies teacher aspires to provide instruction in the standards through meaningful, challenging, integrated, and active lessons. The standards support teachers in this quest.

The foundation of these state standards is designed to foster responsible decision making that benefits the local and tribal community, state, nation, and world. Responsible citizens are informed and active. They recognize their roles in connection with the world. The social studies standards are organized into five strands:

- **U.S. History**
- **World History**
- **Geography**
- **Civics (Government)**
- **Economics**

Each strand is addressed at every grade level with increasing rigor and relevance. Students in South Dakota should actively apply this knowledge through projects, classroom involvement, and volunteerism.

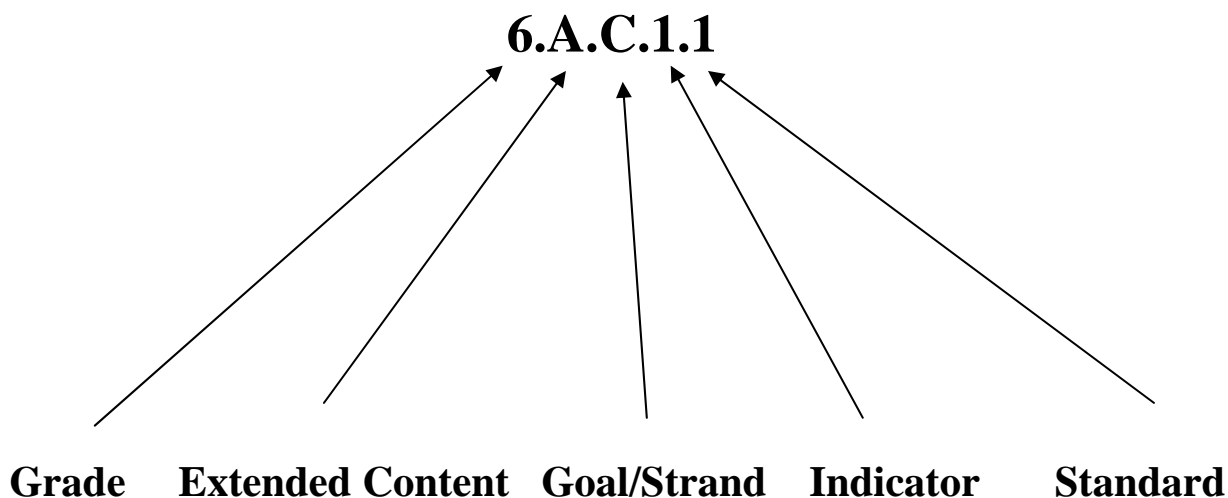
As students move from kindergarten through grade 12, levels of cognitive demand and complexity of content, skills, and processes increase. New skills emerge and basic skills are

subsumed within more advanced skills as students progress through the grades. Based on information available through national standards work and developmental research, consideration has been given in these standards to the developmental appropriateness of skills required at each grade level. In consideration of developmental appropriateness, the committee has provided emphasis in each grade span as follows:

- Kindergarten through grade 2 standards emphasize building foundational skills in U.S. History, Geography, citizenship, patriotism, Civics, and Economics. Teachers guide students through a variety of activities to learn this content.
- Grades 3 through 5 standards continue the emphasis on citizenship in the larger community at grade 3, South Dakota history in the context of U.S. History and expansion at grade 4, and U. S. History at grade 5.
- Grades 6 through 8 emphasize World History, Geography, and U.S. History. Though the committee believes the understanding of personal finance is crucial to our economic development, it is difficult to provide an adequate emphasis for personal finance in the social studies standards alone. If at all possible, middle schools should integrate personal finance instruction into all areas of the curriculum.
- Grade 6 standards are a survey of World History prehistory to 1500 A.D.
- Grade 7 standards emphasize geographic skills and concepts.
- Grade 8 standards emphasize United States history from the Revolutionary War to Reconstruction.
- Grade 9 through 12 standards emphasize United States history from Reconstruction (1877) to the present-day.
- Grades 9 through 12 standards emphasize World History from the Renaissance to the present-day.
- Grades 9 through 12 standards emphasize continuing mastery of all of the strands through the integration and application of knowledge about the facts and events that shape history. At the high school level, Economics standards should be integrated into the teaching of U.S. History, World History, Geography, and Civics (Government) whether or not a separate economics class is available because an understanding of economics is central to the understanding of causes and effects in each of these social studies strands.
- Classes may be configured in many ways at the high school level. Whatever that configuration, all Core High School Standards should be embedded in the courses taken by all students as a condition of graduation from any South Dakota public school.
- The increase in the level of social studies mastery is a life-long process.

# Guide to the Numbering and Symbol System Used with the Social Studies Extended Content

Extended Content is coded to cross reference content, indicators, and standards.



**Grade** indicates the grade level.

**Extended content** refers to the extension of the general content goals and indicators.

**Goal/Strand** refers to content area of the major areas of science.

**US** for United States History

**W** for World History

**G** for Geography

**C** for Civics

**E** for Economics

**Indicator** refers to the general education indicator for each goal or strand. Each goal or strand has one or more related indicators that describe key aspects of the goal or strand.

**Standard** refers to number of the Extended Content for the indicator. (Example: A.C.1.1, A.C.1.2, A.C.1.3) Extended Content describes what the students will know and be able to do. The standard is the essence of the general education grade level instruction and curriculum standards.